



Sherwood Grange Public School Annual School Report 2014



School context

Our school is located in a quiet location in Merrylands West. It has a settled, positive tone, where children feel happy and safe within a supportive school environment. Skilled and supportive teaching and administration staff foster an atmosphere in which students are encouraged to care for others and give their best.

At Sherwood Grange Public School we aim to meet the academic, social, emotional, creative and physical needs of every student in our care. Collegial staff, supportive parents and proud students set high expectations for our school. Excellence is promoted across all aspects of school life. Quality teaching, student engagement and differentiation of the curriculum are the focus of every classroom. We provide well planned and explicit learning experiences across the Key Learning Areas that are designed to cater for individual needs and maximise learning outcomes.

Our school promotes and fosters the important social values of: respect and tolerance; care and compassion; integrity; fairness; excellence; and responsibility. Parents, carers and community members are an integral part of our learning community. Particular emphasis is placed on maintaining a warm, welcoming and harmonious school environment for all.

Throughout 2014, Sherwood Grange Public School maintained high expectations of our staff and students, all working cooperatively to achieve the best possible outcomes for each individual student. Quality teaching and learning programs were implemented across all Key Learning Areas, ensuring the ongoing development of the whole child.

Relieving Principal's Message

The school and community of Sherwood Grange are unique in so many ways and I have seen this clearly demonstrated over the two

terms I have been Relieving Principal. The partnership that is well established between school, home and the wider community contributes to a harmonious and supportive environment. The team of hard working and committed staff at Sherwood Grange, from teaching to support staff, administration staff and general assistant, work together to achieve a common goal; the best that we can provide for all our students. I am proud to work alongside hard working staff who go above and beyond the call of duty on numerous occasions to ensure that we offer a variety of opportunities to all our students.

2014 has been a successful year on so many levels. We proudly celebrated our school's 50th Birthday with past staff and community members. We also utilised funding to enable our school to be more technology focused with wifi being installed in all areas of our school. Technology devices were bought for all students K-2 and a BYOD Policy was successfully trialled in our Stage 3 classes.

At Sherwood Grange Public School we expect and encourage students to become active, responsible learners and mature contributing members of an ever changing society. Students demonstrate respect for themselves and others, for education, property, laws, traditions and the environment. As teachers, we are committed to lifelong learning for ourselves and our students.

Accordingly, a major emphasis continued to be placed on the strong learning culture that exists both within and outside the classroom environment. International research suggests that it is the quality of teaching that has the greatest impact on student achievement and this is of critical importance at Sherwood Grange Public School. Through our rigorous academic programs, diverse co-curricular activities and our strong student wellbeing initiatives, Sherwood Grange Public School students continue to be independent, creative and flexible learners, operating within a caring and friendly community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of our school's achievements and areas for development.

Karen Macphail
Relieving Principal – Semester 2

P&C Message

What an exciting and busy year 2014 was for the P&C at Sherwood Grange, thanks to the great number of parents and carers whom supported each event held. The P&C are extremely grateful for the ongoing support provided by the Sherwood Grange Community.

Some of the events held throughout 2014 which helped provide funds to our school include: the Coin Line; Mother's and Father's Day Stalls; raffles held at our Easter Fair and at Christmas; opening the canteen on special event days; and a school disco in November. The P&C Uniform Shop, run by some of our amazing volunteers, has proven to be an important asset for the school and our families.

The P&C Facebook page was launched and has so far received over 50 followers in its first few months of being established. We are also elated to announce that all of the interactive whiteboards, which were installed in every classroom, will be completely paid for early in 2015.

I would like to personally thank all of the parents, grandparents, carers, school staff and other community members who have helped with the running of our fundraising activities, your support is vital to ensuring our events run smoothly and the children obtain the maximum benefits from these activities.

We are looking forward to another great year in 2015 with new goals to achieve, and more exciting fundraising initiatives, which will

provide even more resources to the school and its students.

Leah Archer P & C President



School Captain Message

As I look back at 2014, I see what an incredible year it was. We had many highlights including:

- The 50th Anniversary Ceremony where everyone in our school did a special performance that was conducted by the wonderful Mrs Chisholm.
- The Year 5/6 overnight excursion to The Great Aussie Bush Camp
- The outstanding performance of our school choir and dance group at the Sydney Opera House led by our amazing teachers, Mrs Chisholm, Miss Kim, Miss Bradshaw and Miss Reinhard.

Our school participated in many academic competitions like the Multicultural Perspectives Public Speaking Competition, the ICAS Maths and English tests, the Australasian Problem Solving Mathematical Olympiad and the Premier's Spelling Bee.

I had a great year being one of the School Captains for 2014 and wish all the best to everyone for their future achievements in 2015 and beyond.

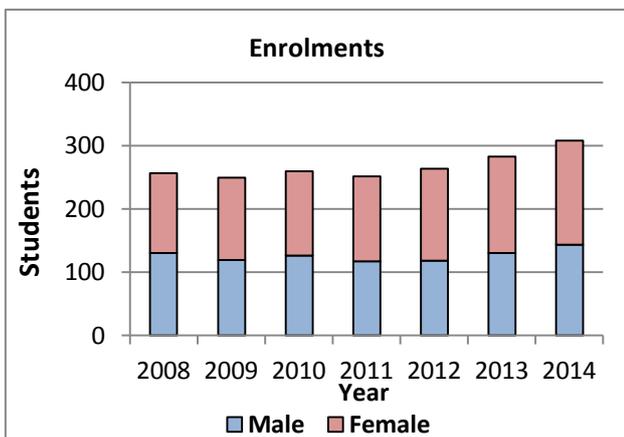
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School Captain 2014

Student information

Student enrolment profile

Gender	2008	2009	2010	2011	2012	2013	2014
Male	130	119	126	117	118	130	144
Female	127	131	134	135	146	153	164
Total	257	250	260	252	264	283	308



Class Sizes

Our classes are formed based on the number of students in each year level and the total number of classroom teachers allocated to our school. In 2014 our school was able to form thirteen classes.

Student Attendance Profile

Management of Non-attendance

Students are expected to be at school every day unless they are not medically well enough to attend. Rolls are collected on a weekly basis, with levels and patterns of absence being monitored. Parents and carers are reminded regularly in our school newsletter that all absences must be explained, preferably in writing.

If a child's attendance is causing concern our school is able to access support from a Department of Education and Communities (DEC) Home School Liaison Officer (HSLO).

Class	Students
KB	19
KC	19
KF	19
1P	24
1Y	23
2/1S	26
2M	26
3R	27
3S	27
4UB	25
5/4E	27
6/5M	28
6/5W	29

Year	2009	2010	2011	2012	2013	2014
K	94.9	93.9	96.3	94.6	95.6	96.9
1	92.0	94.7	94.0	94.5	96.4	96.0
2	95.6	94.5	95.9	92.7	96.4	96.1
3	95.7	95.4	94.5	96.2	95.4	96.7
4	94.5	95.8	95.6	93.9	95.3	95.0
5	94.9	94.1	95.9	94.3	95.6	95.9
6	91.8	95.1	94.1	94.9	96.0	95.5
Total	94.2	94.8	95.3	94.4	95.8	96.1

Workforce Information

Sherwood Grange Public School is fortunate to have skilled and experienced staff members who are able to provide many extra curricula activities for students. As well as class teachers, our school has specialist teachers in Reading Recovery, Library, English as an Additional Language/Dialect (EALD) and Learning Support.

Three Assistant Principals oversee the four stages of educational development; Early Stage 1 (Kindergarten), Stage 1 (Years 1 and 2), Stage 2 (Years 3 and 4) and Stage 3 (Years 5 and 6).

Staff composition

Primary Principal	1.0
Primary Assistant Principal	3.0
Primary Teacher	10.0
Primary Part-Time Teacher	0.5
Primary Teacher RFF	0.546
Primary Teacher Librarian	0.8
Primary teacher of ESL	0.4
Learning and Support – primary	0.7
Reading Recovery Teacher	0.5
	17.446

Primary General Assistant	0.462
Primary School Administrative Officer	1.122
Primary School Administrative	
Manager Level 3	1.0

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce. Sherwood Grange Public School has 0% Aboriginal teachers.



Teacher qualifications

All teachers at Sherwood Grange meet the professional requirements for teaching in NSW public schools.

Our teachers are life-long learners. They continue to strive for excellence through ongoing and active engagement in strategic, high quality professional learning.

Professional learning and teacher accreditation

All teachers participated in professional learning experiences throughout the year. These sessions were based on the needs of the school and staff. Major areas of focus were literacy, 21st Century learning and student wellbeing.

All teachers are involved in professional development sessions which include our School Development Days. Some of these sessions are used to meet mandatory requirements such as child protection, code of conduct, emergency care, CPR and anaphylaxis training. Significant time was allocated to the teaching of literacy and numeracy, including learning about the requirements of the new English syllabus.

In 2014 we had two *New Scheme Teachers* who completed their Institute of Teachers accreditation and six *New Scheme Teachers* who were maintaining their accreditation at professional competence. These are programs that all new teachers must complete.



Beginning Teachers: *Great Teaching, Inspired Learning Funding*

In 2014 we utilised funding from the *Great Teaching, Inspired Learning* initiative to support and develop our beginning teacher Miss Esther Kim. The provision of this support to newly appointed teachers is mandatory. The funding provided Miss Kim with extra release time which aimed to support her as she adjusted to her new role at Sherwood Grange Public School. During this time, Miss Kim worked with executive and experienced staff members to help her consolidate her teaching practices in all Key Learning Areas, paying close attention to Literacy and Numeracy. Miss Kim will continue to receive extra assistance in 2015 and we know this will build on her excellent teaching practice.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	128310.54
Global funds	174689.20
Tied funds	112881.68
School & community sources	116202.45
Interest	5382.42
Trust receipts	22368.55
Canteen	0.00
Total income	559834.84
Expenditure	
Teaching & learning	
Key learning areas	14027.84
Excursions	32371.35
Extracurricular dissections	38805.74
Library	5765.72
Training & development	2341.56
Tied funds	78926.41
Casual relief teachers	56275.21
Administration & office	45490.62
School-operated canteen	0.00
Utilities	35058.36
Maintenance	30535.04
Trust accounts	25144.13
Capital programs	0.00
Total expenditure	364741.98
Balance carried forward	195092.86

A full copy of our school's 2014 Financial Statement was tabled at a meeting of the P&C. Further details concerning the statement can be obtained by contacting our school.

School performance 2014

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

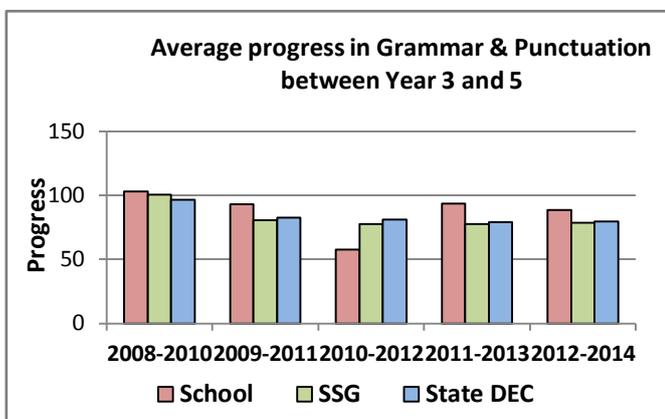
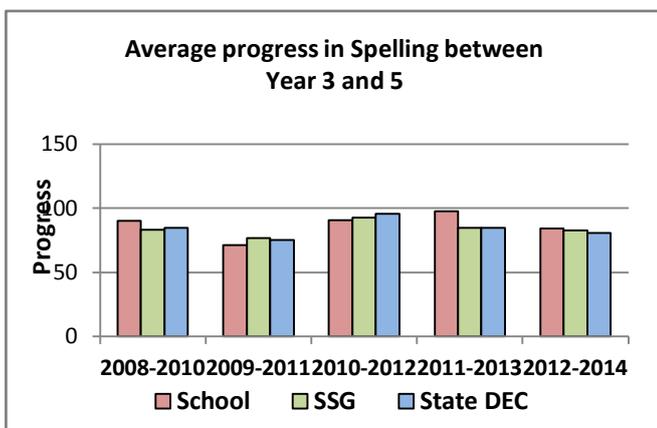
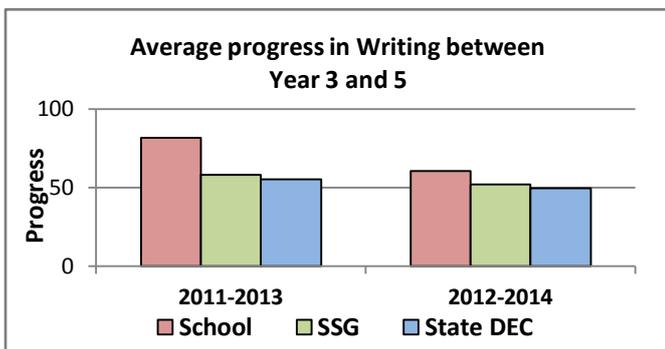
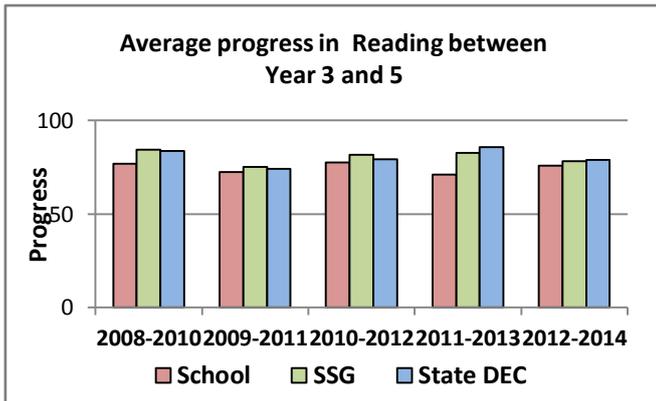
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

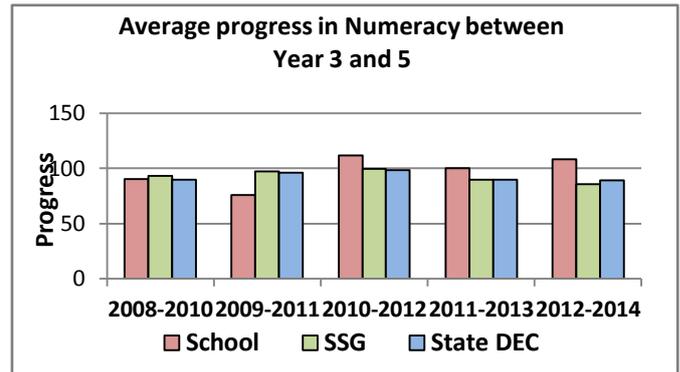
Click on the link <http://www.myschool.edu.au> and enter our school name in the *Find a school* and select *GO* to access the school data.



Literacy



Numeracy



Significant programs and initiatives – Policy and equity funding

Aboriginal Education

Sherwood Grange continues to be committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

Significant programs and initiatives in Aboriginal education at Sherwood Grange include:

- Curriculum-based programs that educated all students about Aboriginal history, culture and current Aboriginal Australia.
- The continuation of Personalised Learning Pathways (PLPs) for all Aboriginal students.
- Continuing to encourage Aboriginal students to pursue personal excellence, including a commitment to learning.
- Continued implementation of the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014* (ATSIEAP) to assist our school in accelerating improvements in the educational outcomes of Aboriginal students.
- Working with Merrylands High School to involve our Aboriginal students in the Merrylands High School Aboriginal Dance Troupe. This involved a student travelling to MHS on a regular basis to practise the

'Welcome Dance' and then having the opportunity to perform this dance throughout the year at events such as NAIDOC Day, our school's 50th Birthday celebrations and at other local schools.

- Aboriginal student attending Merrylands High School for enrichment mathematics.
- All Aboriginal students meeting the national minimum standards in Literacy and Numeracy in 2014.

Multicultural Education

Our school strives to promote an inclusive school community and a racism-free learning and working environment.

As part of the Human Society and its Environment (HSIE) curriculum, teaching and learning programs have been implemented that are culturally inclusive and develop understanding of cultural, linguistic and religious differences. Resources and lessons reflect cultural diversity and promote our 'School Values' which include respect and fairness.

Our school has an Anti-Racism Contact Officer in case issues do arise. Community harmony is promoted through school policies and practices which counter and reject racism and intolerance.

Students who are learning English as a second language are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.

All students in Years 3-6 entered the *Multicultural Perspectives Public Speaking Competition* as part of our talking and listening programs. Class finalists were selected and from this group three speakers were chosen to participate in a school competition. Four

students were then selected to represent Sherwood Grange at the district competition.

Resource Allocation Model (RAM)

This year we received funding based on two components of the new Resource Allocation Model (RAM). This model is part of the NSW Government reforms for NSW Public Schools. The two components are: Aboriginal background and socio-economic background. The socio-economic background funding is based on the Family Occupation and Education Index (FOEI).

These funds were used to provide teacher release to plan Personalised Learning Plans and to purchase technology to support all students.

Significant Programs and Initiatives

Creative and Performing Arts

Excellent student achievement in the arts was spread across a number of areas in 2014.

The fabulous performances of the dance and choir groups at the Granville/Strathfield 'Our Spectacular' were once again a feature of the year. Led by Miss Alicia Reinhard and Miss Jennifer Bradshaw the dance students wowed the audience with their performance to 'Oliver' which tied in with the theme 'Legends of Music'.

The students of the choir directed by Mrs Karen Chisholm and Miss Esther Kim combined with hundreds of students from other schools to sing a great range of songs throughout the night. The standard achieved by this combined choir was outstanding.

After winning the last two years a number of students once again entered the Holroyd 'Design an Ad' competition. Students were given a design brief and were required to use their creativity and artistic skills to design an advertisement for their nominated company.

Students from many schools across the area designed advertisements for a wide range of companies. It was wonderful to see the work of Kate B selected as the best ad designed by a primary student and featured prominently in a local newspaper, the Parramatta Sun. Another of our wonderful Year 6 students Arya A was presented with 3rd place in the competition.

The Arts continue to hold a prominent place in the curriculum. Primary students who were not in the dance or choir group enjoyed different forms of creative and performing arts such as drama, music and craft. These groups are held once a fortnight. K-2 students were involved in dance and singing activities every Wednesday.

Premier's Spelling Bee

In 2014 we continued our participation in the Premier's Spelling Bee. The Premier's Spelling Bee is a fun and enjoyable way for primary school students to engage with spelling.

Debating

In 2014 the debating team continued to participate in the Granville & Strathfield School Education Areas Debating Program. Throughout the year the eight members of the team researched, wrote speeches and debated against schools in the local area. The team won four out of six debates.



Reading Recovery

Reading Recovery was implemented for the fourth year running. A total of 12 Year 1 students received extra literacy support through this program. These students received daily one-to-one instruction in both reading and writing to improve their literacy skills, enabling them to better access learning within the classroom. As a result of the Reading Recovery program and other learning support programs in place, 84% of Year 1 students are reading at or above expected levels. Reading Recovery will continue in 2015.

Learning Support Team

The Learning Support Team (LST) meets weekly to discuss students identified as needing additional support. The team is comprised of three Assistant Principals (of which one is the coordinator), the Principal, the School Counsellor and teachers who have made referrals for student support. Our school continues to meet the learning, social, emotional and physical requirements of students with additional needs through:

- Inclusive student learning program adjustments and support for teachers to write Personalised Learning and Support Plans (PLSPs).
- Learning programs developed by class teachers and support staff to address particular learning needs.
- Encouraging parents and carers to be involved in their child's education at all levels. They are encouraged to meet regularly with class teachers to review programs and structures for learning.
- Working collegially with the Itinerant Support Teacher Hearing who works at our school with students who have a hearing impairment.

- Working collegially with outside agencies such as psychologists, Family and Community Services, speech and occupational therapists, psychiatrists, paediatricians and counsellors.
- Referrals for students to attend Stewart House.
- Successfully applying for extra funding to support students with a specific diagnosis or emerging need in the classroom.
- Having a speech therapist at our school one day a week so parents whose children need extra support in this area can access this valuable resource.
- Professionally developing staff in areas such as differentiation and emotional literacy.
- Liaising with Redbank School and professional learning based on teaching students to regulate their emotions.
- Implementation of a systematic and explicit social skills program.
- Strategic implementation of MULTILIT, an early intervention program for targeted students.

Student Wellbeing

Our school promotes student wellbeing through the provision of a quality learning environment; the systematic and explicit teaching of social skills; the meaningful engagement of students through Quality Teaching; an emphasis on our School Values and adherence to our School Rules; systems to acknowledge positive behaviour; and processes to manage student discipline. There is a strong focus on the recognition and celebration of positive behaviour. Students are rewarded by the presentation of *Pink Certificates* and *Values Awards*. Students then aim to earn *High Achievers* certificates, which can then lead to a *Principal's Award*. This is a system where students can continue to strive for their next

award despite the fact that the scholastic year may have passed. Students who have achieved a *Principal's Award* are invited to a special Principal Pizza Party at the end of the year. In 2014, there were 60 students presented with a *Principal's Award*.

Sport

In 2014, Sherwood Grange PS prospered in all areas of sport.

Our school successfully competed in the Merrylands/Parramatta Zone PSSA summer and winter seasons. The Junior Girls Netball, Junior Boys T-Ball and Junior Girls T-Ball all made it through to the semi-finals for their respective competitions.

Numerous students represented the Merrylands/Parramatta Zone at regional carnivals in swimming, cross country, athletics, softball, soccer and Rugby League.

All students participated in a school wide gymnastics program which enabled them to demonstrate control in patterns, coordinated movements and introductory gymnastic sequences.

School WIFI

In 2014 we committed to providing wireless access to the Internet in every classroom across our school. We aim to become a school where learning can happen anywhere, whether that be in the classroom, in the hall or outside. With assistance from the Department of Education and Communities a safe and secure network was established, and the Internet can now be utilised on school and personal devices.

XO Laptops

In order to prepare our students to become successful learners in the 21st Century, in 2014

we provided an XO Laptop for every student in K-2. The XO Laptops were purchased through the company One Education, a non-profit organisation dedicated to ensuring students successfully utilise technology in schools around the world. The XO laptops will be used across all Key Learning Areas and will contribute effectively to our vision of 21st Century learning at Sherwood Grange Public School. In 2015 we aim to set up a 'techspert' group, where Stage 3 students will become experts in the upkeep of devices and assist with any trouble shooting that may occur.



Bring your Own Device (BYOD)

In 2014, we worked hard at planning for Stage 3 students to utilise personal devices within the classroom. After setting up a secure network to safely use, students in two senior classes successfully utilised personal devices, enhancing the learning opportunities for all students involved. We organised a parent information session that explained our vision to parents which was a wonderful success. This program also contributed to our vision of becoming a school that develops the skills, knowledge and understanding required to function and learn within the 21st Century.



School planning and evaluation 2012—2014

School Priority 1:

Literacy

To maximise the literacy standards of all students.

Strategies to achieve this target included:

- All staff completed training in *Focus on Reading* techniques, including the *Super Six* comprehension strategies and vocabulary.
- The implementation of *Best Start Assessment* in Kindergarten was continued and expanded into Stages 1 and 2. Stage 1 and 2 teams continued tracking student performance along the literacy and numeracy continuum, which enabled teachers to target individual students requiring additional support and extension.
- All staff became familiar with PLAN (Planning Literacy and Numeracy) software and entered data twice a year. This enables better tracking of students and provides data on where to move a student next.
- The Literacy Committee purchased literacy resources to support programs such as *Focus on Reading* and *Reading Recovery* which enabled our school to meet planned targets.
- Implementation and evaluation of lessons from the new English National Curriculum and NSW Board of Studies English Syllabus.
- The continuation of *Reading Recovery* to support identified Year 1 students.
- The continued implementation of the *MULTILIT* program to support students who have been identified as needing targeted intervention.

Our achievements included:

- **100%** of staff completed Phase 2 *Focus on Reading*.
- Successful implementation of the new English Syllabus.
- **87%** of students in Kindergarten were reading Level 7 or above by the end of 2014.
- **84%** of students in Year 1 were reading Level 16 or above by the end of 2014.
- **73%** of Year 3 students achieved Bands 4 and above in reading in 2014 NAPLAN results.
- **82%** of Year 5 students achieved Bands 5 and above in reading in 2014 NAPLAN results.
- **91%** of Year 3 students achieved at or above minimal standards in 2014 NAPLAN reading.
- **87%** of Year 5 students achieved at or above minimal standards in 2014 NAPLAN reading.
- **70%** of Year 5 students have achieved greater than or equal to expected growth in spelling, grammar and punctuation.
- Our school has scored 'growth in spelling, writing and grammar and punctuation' above the state average.
- Post assessment of students participating in the *MINILIT* program has shown a marked improvement in literacy skills, particularly with sight word recognition, phonics and reading.
- Post assessment of students participating in *MULTILIT (Reading Tutor Program)* has shown a marked improvement in literacy skills, particularly with sight word recognition, spelling and reading.

School priority 2

Numeracy

To maximise the numeracy standards of all students.

Strategies to achieve this target included:

- The analysis of *Best Start, PLAN* and NAPLAN data to measure outcomes on the learning continuum and identify students' skills and strategies.
- In depth training in the new Mathematics National Curriculum and NSW Board of Studies Mathematics Syllabus.
- Introduction to the numeracy program TEN (Teaching Early Numeracy) and TOWN (Taking off with Numeracy)
- Rewriting our school's *Teaching and Learning Sequences* to be more consistent across all years.
- A review of our school mathematics resources was undertaken. New resources were purchased based on the review.

Our achievements included:

- **81%** of Year 3 students achieved Bands 3 and above in 2014 NAPLAN results.
- **64%** of Year 5 students achieved Bands 6 and above in 2014 NAPLAN results.
- **94%** of Year 3 students achieved at or above minimal standards in 2014 NAPLAN.
- **90%** of Year 5 students achieved at or above minimal standards in 2014 NAPLAN.
- **56%** of Year 5 students have achieved greater than or equal to expected growth in numeracy.
- Sherwood Grange Public School has scored 'growth in numeracy' above the state average.

School priority 3

Curriculum and Assessment

To implement the New National Curriculum and associated syllabus documents.

Evidence of progress towards outcomes in 2014:

- Professional learning based on implementing the new curriculum, specifically mathematics and science, effectively by exploring planning and programming, teaching and assessment practices.
- Continued professional learning based on conceptual programming to design a unit of learning. This approach develops students' deep understanding of the substantive concepts, skills and ideas contained in the Board of Studies NSW English K–10 Syllabus.
- Continued professional learning focusing on the diverse needs of the 21st Century learner.
- Examination of each syllabus, analysing needs and formulating implementation plans.
- The development of a *Teaching and Learning Sequence* in line with the new Mathematics Syllabus.
- The development of a *Teaching and Learning Sequence* in line with the new English Syllabus.
- The development of a *Teaching and Learning Sequence* in line with the new Science Syllabus.

Strategies to achieve these outcomes in 2014:

- Planning time across stages to create Science Units of Work incorporating all new Science Syllabus outcomes.

- A review of our assessment and reporting guidelines to incorporate all new syllabus document outcomes.

Parent/Carer, student, and teacher satisfaction

In 2014 our school sought the opinions of parents/carers, students and teachers about some of the programs and initiatives at Sherwood Grange Public School.

A summary of responses are presented below.

Parents commented on the success of:

- Dance Programs
- Music Programs
- Sport (School Carnivals, PSSA and Gymnastics)
- Reading, Spelling, Speaking and Writing
- Debating
- Excursions and Camp
- Discipline, Respect and Rules
- External Competitions
- Scripture
- Homework

Students commented on the success of:

- Creative Arts Programs
- *Focus on Reading*
- Bring Your Own Device Policy (BYOD)
- XO Computers
- Excursions and Camp
- Mufti Days / Fundraising
- Mathematics Groups

Teachers commented on the success of:

- Behaviour Management and School Expectations
- A Supportive Staff Environment
- Parent/Community Involvement
- *Focus on Reading*
- School Consistency
- Opportunities for Professional Dialogue

- *Teaching and Learning Sequences* for English and Mathematics
- High Expectations of students and teachers
- Range of extra-curricular opportunities

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on our school's website from the beginning of Term 2 2015.



About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about our school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for our school's future development.

Karen Macphail	Relieving Principal
Vicki Robertson	Substantive Principal
Leah Archer	P&C President
Peter Shearer	Assistant Principal
David Shearer	Assistant Principal

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

